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ABSTRACT

Recent additions to the career development offerings at the University of Minnesota's General College are described. The aviation training program, which is described by Thomas Brothen, is designed to prepare students for licensure testing through the Federal Aviation Administration. Background information on aviation training at the University of Minnesota and course descriptions are presented. There are 15 courses in the General College flight curriculum. The fire protection certificate, which is described by Allen Johnson, can also be applied as credits toward the Associate in Arts degree in the General College and may be applied toward the Bachelor of Applied Studies and the Bachelor of General Studies degrees. The early history of the program, enrollment patterns, and course descriptions are examined. The Law Enforcement and Corrections Program, which is described by Forrest Harris, prepares students for licensure testing through the State Peace Officer's Standard and Training program. The program's history and suggested General College course offerings for law enforcement concentrations within a baccalaureate program are listed. Additionally, Open Learning for the Fire Service, which is described by David Giese, is a collection of courses designed to help firefighters become more proficient on the job and more promotable as employers. The program includes a fire administration and management option and a fire prevention technology option. The program history and specific courses are outlined. (SW)

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general college newsletter

Bruce Hixson, Editor

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RECENT ADDITIONS TO THE GENERAL COLLEGE CAREER DEVELOPMENT PROGRAM OFFERINGS

The General College's image nationally is most often associated with the development of Minnesota's first open admissions, two-year general education degree. During the past ten years General College has become known as the one collegiate unit at the University of Minnesota that offers credit-based, self-designed baccalaureate degrees that emphasize concentration in the College's interdisciplinary curriculum. This issue of Newsletter deals with one of the College's other programmatic missions: that of responding to community needs through the implementation of appropriate career programs.

The College's career development program offerings can be listed in one or more of three categories: 1) those that offer a certificate upon completion (Aging Studies, Legal Assistant, and Marketing)--those programs have been reviewed and accepted by the faculty of the General College, the state Higher Education Coordinating Board and the Regents of the University; 2) those that are offered in cooperation with another University unit with a certificate of completion awarded by one or both of the units (Human Services Generalist, Radiologic Technology); and 3) those offered in cooperation with another University unit in order to prepare students to fulfill testing and other requirements for licensure or certification (Vocational Teacher Education).

This issue of Newsletter provides descriptions of the College's recent additons to its career development offerings; 1) Aviation--designed to prepare students for licensure testing through the Federal Aviation administration; 2) Fire Protection--offering certification upon successful completion; and 3) Law Enforcement and Corrections--designed to prepare students for licensure testing through the State Peace Officer's Standard and Training (POST) program, and 4) Open Learning for the Fire Service--a collection of courses that are designed to help firefighters become more proficient on the job and more promotable as employees.

Historically, the College has initiated career development programs, evaluated their usefulness in preparing students for careers, and when appropriate, made these programs available for exportation to other two-year institutions in Minnesota and across the nation. General College continues to serve this function and to offer career programs in combination with its two-year general education program. However, a more recent and ever-expanding reason for responding to community needs through the implementation of appropriate career programs has to do with the goals of GC students in baccalaureate programs. Many of the Bachelor of Applied Studies candidates find one or more of the College's career programs integral to their self-designed baccalaureate programs.

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AVIATION TRAINING

by

Thomas Brothen

For the past several years, aviation has been a growing field, and the Twin City metropolitan area is a center of that growth in the upper Midwest. Several airlines have significant portions of their operations here, and major business concerns are expanding their flight capabilities. This article describes the aviation program recently made available through the General College to meet some of the needs of this expanding field.

Background

The history of aviation training at the University of Minnesota began in World War II with the establishment in early 1943 of the 88th College Training Detachment (Air Crew). Coursework was provided by the College of Science, Literature, and Arts (presently CLA) under the coordination of Horace T. Morse, long-time Dean of the General College. Some comments made by Major E.O. Sheldon who wrote the history of this unit are enlightening for anyone planning an aviation program. He pointed out that the reason for establishing the unit at a University was to provide "broadened" perspective to the men who were to become aviators. Similarly, the General College program is based on the premise that general education is central to aviation training. Major Sheldon did, however, note that the flight and academic components were difficult to coordinate because of the different goals deemed important by those teaching them. He pointed out the problems inherent in a system where the components are taught by two units and recommended that they be contained in one unit. This caution from the 1940s was taken to heart when the General College program was designed and its academic policies defined.

More recently, the General College has been granting "blanket credit" for flight training. By action of the General College Curriculum Committee in 1971 one quarter credit per 30 hours of training in aviation has been granted toward the Associate in Arts, Bachelor of General Studies and Bachelor of Applied Studies degrees upon completion of remaining coursework and other degree requirements. This has been done on an occasional basis since that time. Most students (twenty-nine) have obtained their training at locations other than the University of Minnesota flight facility, while three have been granted credit for training at the University facility in Anoka. It is clear that few flight trainees have been applying aviation training gained at the University facility to General College degrees, even though approximately 200 people per year take flight training courses at the University flight facility and approximately twenty-five are certified each year as pilots.

Recent developments

Discussions between Professor Fredric Steinhauser of the General College and Mr. Mike Bohn of the University flight facility were undertaken to coordinate granting of General College credit for aviation training offered by the University facility. It was agreed that it would be preferable if students

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would be able to plan and pursue a degree program that would help them achieve their occupational and educational goals at the same time they were taking their flight training.

Several nationally-known aviation programs were examined to determine their approach to aviation coursework. Embry Riddle University, Ohio State University, Purdue University, the University of Illinois, and North Dakota University all have extensive programs in aviation, and two general aspects of their programs are relevant to the General College. First, credit-award policies for aviation courses at these insitutions are fairly consistent and generally follow the College Aviation Accreditation Guidelines developed by the University Aviation Association, a national accreditation body. Second, courses preparing students for Federal Aviation Administration (FAA) Commercial Pilot Certification are generally considred to be the associate degree level. (i.e., freshman-sophomore courses), whereas courses preparing students for FAA Flight Instructor and Airline Transport Certification are generally considered to be at the baccalaureate degree level. This is exemplified by Purdue University's Associate two-year degree in Flight Technology which prepares students for commercial pilot certification and jobs in business aviation. Students completing this degree program may apply their credits to a Bachelor of Science Degree consisting of a professional pilot's curriculum that prepares students for transport certification and work as airline pilots.

The General College flight curriculum is consistent with the above in credits awarded and academic level of the courses. There are 15 courses in the General College flight curriculum, totaling 47 credits. Seven of the courses are at the 1-level and total 26 credits and eight are at the 3-level and total 21 credits. The course number, title, number of credits, and a brief description of each course are listed below:

GC 1011 Private Pilot, Ground, 5 cr.

Introduction to aircraft aerodynamics and systems, federal aviation regulations, navigation, radio navigation and cross-country planning procedures. The course also serves as preparation for the FAA Private Pilot written examination.

GC 1012 Private Pilot, Flight, 3 cr.

Consists of all dual and solo flight hours required for Private Pilot certification. Emphasizes preflight operations, aircraft operating procedures, proper flight control, safety, traffic control procedures and communications.

GC 1013 Commercial Pilot, Ground, 5 cr.

Increases basic knowledge learned in Private Pilot Ground while expanding on the National Airspace system, meteorology and advanced flight safety techniques. Completion of course prepares student for FAA written examination.

GC 1014 Commercial Pilot, Flight, 5 cr.

Includes all dual and solo flight hours required for FAA certification. Covers advanced flight maneuvers, complex and high performance aircraft operation and emergency, critical situation recognition and recovery.

GC 1015 Instrument Pilot, Ground, 4 cr.

Covers instruments and systems, IFR enroute procedures, VOR, DME, area navigation, radar, instrument procedures, regulations and Airman's Information Manual. Completion of course prepares student for FAA written examination.

GC 1016 Instrument Pilot, Flight, 2 cr.

Meets FAA dual hour flight requirements for certification. Joint use of aircraft and flight simulator covering instrument altitude flying, instrument departure, enroute, approach procedures, cross-country navigation and instrument holding procedures.

GC 1017 Multi-Engine Pilot, Flight and Ground, 2 cr.

Includes all dual flight and ground instruction leading to FAA certification. Course covers multi-engine aerodynamics, advanced aircraft systems (electrical, hydraulic, etc.), emergency procedures including single engine operations and instrument flight.

GC 3011 Flight Instructor, Airplane, Ground, 5 cr.

The course has two sections: Fundamentals of teaching and learning including effective teaching methods, aerodynamics and flight instructor responsibilities. Section two covers analysis of flight maneuvers for Private, Commercial and Flight Instructor certificates. Completion prepares student for both FAA written examinations.

GC 3012 Flight Instructor, Airplane, Flight, 3 cr.

This course provides the student with the necessary flight training leading to FAA certification. Covers instruction in teaching all flight maneuvers required for ther Private, Commercial and Flight Instructor certificates.

GC 3013 Flight Instructor, Instrument, Ground, 3 cr

Provides student with necessary aeronautical knowledge and instructional techniques used in teaching instrument pilots. Prepares for FAA written examination.

GC 3014 Flight Instructor, Instrument, Flight, 2 cr.

Prepares student to teach other instrument-flight students. Requires thorough knowledge of instrument procedures while learning how to correct student errors and mistakes. Completion leads to FAA certification.

GC 3015 Flight Instructor, Multi-Engine, Ground, 2 cr.

Course concentrates on teaching various aspects of multi-engined airplane operation, aerodynamics, complex aircraft systems (hydraulic, electrical, etc.), and procedures.

GC 3016 Flight Instructor, Multi-Engine Flight, 1 cr.

Provides necessary flight skills and training of multi-engine flight students. Stresses safety and procedural approach to training. Completion of training leads to FAA certification.

GC 3017 Airline Transport Pilot, Ground, 3 cr.

Provides detailed and comprehensive background of aeronautical subjects needed to meet the knowledge requirements for the FAA written examination. Content includes advanced computer problems, transport airplane weight and balance calculations, upper level meteorology, regulations applicable to airline operations and performance computations.

GC 3018 Airline Transport Pilot, Flight, 2 cr.

Course combines aspects of instrument flying and multi-engine operation with heavy emphasis on emergency procedures. Requires 1,500 hours of flight background prior to beginning training leading to certification.

Credits earned in the above courses are applicable to the General College Associate in Arts Degree. Students seeking employment in the aviation field would be advised to take additional courses typically expected of graduates of two-year programs. We expect that few students will come to the General College seeking an Associate's Degree with a main focus on aviation. Rather, we expect that they will apply credits earned in aviation courses to the Bachelor of General Studies or the Bachelor of Applied Studies degrees. Students choosing this option would expand on their aviation training by adding coursework in one or more of several areas. The B.G.S. degree was designed to provide students with a broad general education focused on a theme. With both of the General College Baccalaureate Degrees, students are expected to make use of University-wide resources available to them. Hence, many of them would be taking courses from other departments besides the General College.

Several students have already explored the variety of opportunities available to them and have designed some tentative baccalaureate programs. For example, John is interested in becoming an aircraft salesman for a company like Piper or Beechcraft. He realizes that a pilot's license is necessary for this type of job so he will take all the 1-level aviation courses. These courses will prepare him for FAA certification as a pilot. This coursework will serve as the specialized program required for the B.A.S. degree he has chosen to pursue. John also needs to develop a core program for his B.A.S. degree that extends his aviation training into the sales field. To do this he has decided to take the Economics sequence, the Salesmanship courses, and the Marketing sequence. In addition, he feels he needs some relevant skill development so he has included Interviewing and Speech courses. He will choose other appropriate courses after he discusses his plans with his adviser.

Kristen wants to work in public relations for a major airline. She has discovered that the airlines like their employees to be licensed pilots even though they aren't going to be members of a flight crew. She decides to use the 1-level aviation courses as her specialized program for a B.A.S. degree. For her core program she chooses Urban Problems and Social Problems classes, an Interviewing class, and a class in Moral Issues in Business. She, too, will add further classes after discussions with her adviser.

Allen has worked at an airport for several years. He has an associate degree in accounting from a community college. He would like to become a manager of a small airport so he feels a bachelor's degree, as well as some training, is necessary. He also will take the 1-level aviation courses as the specialized program for his B.A.S. degree. For his core program, he has chosen some small business courses to complement his accounting background.

Among these are Principles of Small Business Operation, and Practical Law. He has also chosen some upper-level courses such as Small Business Research, Personnel Administration, Interviewing, and Consumer Transactions and the Law to increase his knowledge of administration in small business. He has also selected a Business Internship course so that he can do a supervised project at the airport where he works.

Susan has decided that being a Humanities major is no longer interesting to her. She has decided to become an airline pilot and realizes that she needs to take the entire aviation sequence because of the hours of flight time and FAA ratings required to become one. She also knows that the airlines generally hire only pilots with baccalaureate degrees so she has selected the B.G.S. degree to achieve her goals. Her educational goal is to become a more broadly educated person so that she can communicate with passengers and co-workers on more than a technical level. For example, she has selected a course on the Great Cities of the World to improve her knowledge about the places she plans on visiting in her work. The rest of her courses are also designed to increase her knowledge of the world, particularly about how it affects her chosen occupation.

The General College Aviation Program was designed so that it would not unnecessarily duplicate other aviation programs at the colleges in the State of Minnesota. Two other four-year institutions in the State of Minnesota presently have aviation programs. Mankato State University offers a degree in Business Administration with a concentration in aviation. Twenty-seven credits of flight coursework prepare students for FAA Certification as commercial pilots. St. Cloud State University offers similar aviation-related degrees in its Department of Technology. Both a minor in aviation and a major with a concentration in aviation are offered.

The University of Minnesota at Crookston offers an Associate Degree in Agricultural Aviation with flight training courses preparing students for FAA commercial pilot and first level flight instructor certification. Inver Hills Community College offers two associate degrees in aviation--Business Aviation and Professional Pilot. Students may take flight training courses preparing them for FAA commercial pilot certification. Anoka Ramsey Community College offers a similar program.

Discussions with the Coordinator of the Inver Hills Community College program have centered around ways in which the General College could provide the Baccalaureate component for students beginning their aviation training at Inver Hills. It is expected that in the future many students working on General College Baccalaureate Degrees in aviation-related areas would be transfers from the Inver Hills program. Of course, the University of Minnesota flight facility will provide a means by which students who transfer flight credits into the General College would be "checked out" by the faculty staff.

Because the General College Aviation Program has just gotten started, there is no evaluative data as yet. However, the program has certainly generated a great deal of interest. Professor Steinhauser has had more than 150 appointments since the first of the year with individuals seeking information about the program. These individuals have ranged in background from high school students to airline pilots. We hope the evaluative data we collect after further experience with the program will justify the interest.

FIRE PROTECTION CERTIFICATE

by

Allen Johnson

Early History of the Program

In the early 1960s considerable national effort was made to increase the educational level of fire fighters and others concerned about fire control and prevention. Fire protection courses and programs were developed nationally with most offered by junior colleges for certificate credit. Locally, in the late 1960s the University of Minnesota and Metropolitan State Junior College (presently Minneapolis State Community College) cooperated in the development of a fire protection certificate program. Courses were developed and taught by Metropolitan State Junior College. However, the faculty that taught those courses also agreed to prepare the same courses for correspondence study to be offered through the Department of Independent Study at the University of Minnesota.

The program was planned, promoted and sponsored by the Fire Information, Research and Education Center, Agricultural Extension Service, Continuing Education and Extension, and others responsible for fire protection. It was designed for those employed by or concerned with municipal, institutional, and industrial fire protection, insurance inspection or rating bureaus, and manufacturers of protective equipment and systems. This venture made the courses and certificate available to a much larger audience than previously. Several of the courses became available in 1974. However, others are still being prepared to be offered through Independent Study. This program was the first Fire Protection Certificate available through correspondence study in the nation and it recently won an award for excellence, quality and service.

Enrollment patterns show that:

1. Students from all over the nation enroll for the University of Minnesota Fire Protection courses. There are more non-Minnesotans than Minnesotans registering for these courses. Some live in Algeria, Taiwan, Canal Zone and Northwest Territories.

2. Students are selective in terms of course choice. Relatively few students take all the courses.

3. Most students are employed by fire departments that provide monetary and promotional incentives for such education.

4. Several students began their study in junior college programs which have recently been terminated.

5. Enrollment of <u>new</u> students include:
   - 83 in GC 1121 since 1977
   - 24 in GC 1122 since 1978
   - 1 in GC 1123 since 1980
   - 111 in GC 1124 since 1974
   - 87 in GC 1125 since 1974

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5. (continued)
-28 in GC 1126 since 1977
-80 in GC 1128 since 1974

The Role of General College and Program Description

In 1979, the General College was invited to review the courses in the Fire Protection program for possible consideration as credits applicable toward General College degrees. Faculty from the Science, Business and Mathematics Division (SBM) reviewed the study guides, text material and instructor qualifications for each course. They felt strongly that the technical and administrative content of the program was well suited for the particular student clientele. In addition, they strongly recommended that the courses should be available for degree credit because of their depth, rigor and the expertise of the instructors. The SBM faculty and the All-College Faculty Assembly supported the recommendations that the Fire Protection courses be included in the General College curriculum as degree credits. The Certificate becomes still another occupational option available to students through the General College.

The change from certificate to General College degree credits took place effective July 1, 1981, and is retroactive for five years. Fire Protection Certificate credits are accepted toward the Associate in Arts degree in the General College and they may be applied toward the Bachelor of Applied Studies and the Bachelor of General Studies degrees if they are an integral part of the student's individual proposal at the time of admission to a baccalaureate program.

Fire Protection Certificate (48-51 credits)

English Requirement (3-4 credits)

Comm 1001 or Comp 1001; or Spch 0001C or Spch 1101

Core Requirement (33 credits)

IR 0001C--Supervision I
GC 1120--Introduction to Fire Protection (to be developed 1981-82)
GC 1121--Hazardous Materials I (FPro 0002C)
GC 1122--Hazardous Materials II (FPro 0003C)
GC 1123--Hazardous Materials III (FPro 0004C)
GC 1124--Fire Prevention and Control (FPro 0005C)
GC 1125--Fire Protection and Life Safety Systems in Building Design (FPro 0006C)
GC 1126--Private Fire Protection Systems--Elements (FPro 0007C)
GC 1127--Private Fire Protection Systems--Applications (FPro 0008C)
GC 1128--Fire Department Administration (FPro 0009C)
GC 1129--Organization for Fire Protection (to be developed 1981-82)

Distribution Requirements (12-14 credits)

Psy 1001--General Psychology or Psy
1103--Application of Psychology to Living
Pol 1001--American Government and Politics or Pol
1031--American Public Policy
Soc 1001--Introduction to Sociology or Soc
1002--American Community

The following are the descriptions of the GC courses that are currently available.

GC 1121 Hazardous Materials and Processes I (5002)

10 lessons-3 degree credits-Berg
The first course of a three-course sequence is designed to give the student an understanding of the basic physical and chemical laws underlying the behavior of matter. The behavior and reactions of water to other substances are critically discussed. Terminologies and regulations given in various handbooks are explained so that the student attains fast and easy access to the data.

GC 1122 Hazardous Materials and Processes II (5003)

10 lessons-3 degree credits-Berg
The second course in the sequence is a continuation of the study of physics and chemistry of matter and its relation to fire situations. It enlarges on the study of metals, plastics, and oxidizing materials. Means of fire suppression are also studied. (Prerequisite: GC 1121)

GC 1123 Hazardous Materials and Processes III (5006)

10 lessons-3 degree credits-Berg
Explosion hazards and handling of unusual materials, e.g., rocket fuels and radioactive materials, are studied. The physiological implications of hazardous materials are analyzed. (Prerequisite: GC 1122)

GC 1124 Fire Prevention and Control (5004)

11 lessons-3 degree credits- Luukkonen
In addition to the traditional fire prevention methods that govern the maintenance of buildings and premises, the course develops an interrelationship between the design and construction features that relate to maintaining the protection provided through the enforcement of a building code; in short, the built-in control that keeps a small fire small. The course is designed to expose the student to many aspects of fire prevention and control and provide the background for recognizing, researching, and developing practical solutions to fire prevention and control problems.

GC 1125 Fire Protection and Life Safety Systems in Building Design (5005)

9 lessons-3 degree credits-Bose
The major systems for protecting the occupants of modern buildings from the hazards of fire, smoke, and similar unsafe conditions are studied. Offered as a professional development course of study, it can be helpful to members of the fire services, architects, engineers, building inspectors, and others with life safety responsibilities within buildings. While a certain amount of technical subject matter is included, a minimal technical background is sufficient for a good comprehension of the subject.

GC 1126 Private Fire Protection Systems--Elements (5008)

10 lessons-3 degree credits-Anderson
A nonmathematical examination of the elements of private fire protection, including portable extinguishers, fixed carbon dioxide and halon systems, water supplies and automatic sprinklers. Coordination of private and public fire response.

GC 1127 Private Fire Protection Systems--Applications (5009)

10 lessons-3 degree credits-Anderson
Students will study quantitative applications of the elements of private fire protection. Simplified mathematical treatment of preliminary design layout presented as a course project. (Prerequisite: GC 1126 and intermediate algebra)

GC 1128 Fire Department Administration (5007)

10 lessons-3 degree credits-J. Bell
Analysis of objectives, organization, and management of municipal fire departments, including a brief historical review. The relationships the fire department has with associate municapal departments, the municipal organizational structure, and the community are examined. A variety of administrative areas will be considered to strengthen the fire officer's knowledge and skill in the decision-making process.

Delivery System

Students can register for the courses at anytime through the Department of Independent Study in Continuing Education and Extension. Registered students receive and use a study guide for each course. The study guide directs their study which usually includes completion of written lessons. The lessons are graded by the course instructor and communication between student and instructor is carried out by mail and/or by telephone. The student receives a grade for each course upon completion and receives the Fire Protection Certificate upon successful completion of all required courses.

THE LAW ENFORCEMENT AND CORRECTIONS PROGRAM IN THE GENERAL COLLEGE

by

Forrest Harris

Early History

Prior to 1970 no courses in the area of Criminal Justice were offered in the General College at the University of Minnesota. This is not to say that the crime problem, juvenile delinquency, or the corrections system were not discussed; it is only to say that special courses dealing with these issues did not exist. This was in keeping with the original philosophy of the General College and with its continuing efforts to avoid course proliferation and to cover a variety of problems in interdisciplinary courses. While this approach to general education has never been officially renounced in the General College, since 1970—and possibly even before—it was substantially modified in practice.

In the late 1960s and early seventies there came to be a growing interest in and concern with the problem of crime in America, in Minnesota, and in the Twin Cities. This concern with crime, and perhaps more particularly with ex-offenders, was reflected at the University of Minnesota in a variety of ways among which was the establishment of Project Newgate, a program involving ex-offenders in educational endeavors at the University. The General College more often than not provided the point of entry for most of these students seeking reintegration into society through the pursuit of higher education.

In 1970 and for several years thereafter, the director of Project Newgate was an Assistant Professor in the Law School at the University, Glenn Bartoo. Although he was listed as an Assistant Professor, his opportunities for teaching in the law school were limited and his direction of Project Newgate was his primary activity. It was during this period that Professor Bartoo approached the General College with an offer to create, develop, and teach a course in crime and delinquency in the College at no cost to the College.

The course which Professor Bartoo developed and taught on two or three occasions was offered beginning in 1971 under the number and title of GC 1236, Crime and Delinquency. The course was well received and seemed to fill a void in our Social Studies curriculum, and it was decided to make it a permanent part of our course offerings. Since we could not offer Professor Bartoo a position on our faculty, nor could we expect him to teach the course indefinitely without compensation, it was decided that a regular member of our faculty should assume the responsibility for further developing and teaching the course. It was at this point and under these circumstances that Professor Forrest Harris assumed that responsibility.

After two or three years' experience with this course, it became apparent to the instructor that Crime and Delinquency encompassed too extensive an area to be adequately taught in a single course. It also became clear that many students were interested in the field and would respond favorably to more extensive as well as more intensive offerings. Accordingly, a proposal to offer a separate course entitled GC 1237, Juvenile Delinquency and to retain GC 1236, U.S. Crime Problems was submitted to the Social Studies Division.

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The proposal was approved by the division and the two courses continue to be offered to the present time.

With the advent of the General College into the extended programs and later the baccalaureate field, the need for upper division offerings became apparent. In response to this need as well as in response to the interest shown by students in the criminal justice area, Professor Harris proposed a three-level course, GC 3236, Minnesota Corrections: Penal Alternatives, which was adopted by the division and, along with the two courses previously referred to, continues to be offered to the present time. These three courses have remained the basic courses in the area of criminal justice within the General College, but there are a large number of course offerings that include aspects of crime, delinquency, and corrections in their course content. As will be indicated later, the development of a Law Enforcement and Corrections Program in the General College will seek to incorporate these offerings into both individually designed associate and baccalaureate programs prepared by students seeking associate and baccalaureate degrees.

An act of the Minnesota legislature in 1978 created a new challenge and opportunity for the further development of its criminal justice courses. In that year the legislature passed a law requiring that all Minnesota Peace Officers be licensed and that requirements for licensure include possession of ninety academic credits, passing of a Peace Officer's Standard and Training (POST) test, and completion of a skills course. In response to this act, the Criminal Justice Studies (CJS) division of the College of Liberal Arts (CLA), and the General College submitted a joint proposal to the State POST Board offering to provide the courses necessary to satisfy the POST requirement. The proposal was accepted by POST, and CJS and General College were provisionally certified to "sign-off" for students seeking to take the POST qualifying test. While no major problems were encountered during this arrangement, some confusion resulted by the very existence of two different university divisions performing essentially the same function.

This confusion has been diminished considerably during the last year and should be eliminated altogether within the next year. CLA decided to phase out CJS as a separate unit and to offer some of the courses previously given by CJS through other CLA departments--principally through the Department of Sociology. CLA would no longer be a certifying agency for POST Board candidates; that function will devolve entirely upon General College.

At the same time that the Criminal Justice Studies division was being phased out, CLA proposed to transfer the line item presently filled by Professor Don Dwyer, together with the courses taught by him, to the General College. Since the courses taught by Dwyer were the only courses required for the POST Board test that were not offered by GC, that offer would make it possible for the General College to satisfy POST requirements.

At the end of winter quarter 1981, the Social and Behavioral Studies Division of the General College voted to approve the transfer of the Dwyer item from CLA to GC and to offer the courses in the General College that had previously taught by Dwyer in CJS. These courses are as follows: GC 3211, Statutory Definitions: Minnesota Statutes--Fall 1981; GC 3212, Criminal Procedure--Winter 1982; and GC 3213, Police and the Community--Spring 1982.

The courses taught in the General College that serve to satisy the POST Board requirements include GC 1234, Law & Society; GC 1236, U.S. Crime Problems; GC 1237, Juvenile Delinquency; GC 3211, 3212, 3213, described above; GC 3236, Minnesota Corrections; GC 3612, Mental Health: Principles & Practices; and GC 3614 Psychological Intervention Techniques. In addition to the POST Board required courses, General College offers a significant number of other courses that are recommended for students seeking to complete the 90-credit requirement as well as to assist the student in developing Law Enforcement and Corrections concentrations for a baccalaureate degree. (A number of possible programs are listed on following pages.)

Since the phasing out of the CJS program, the interest in the General College program has significantly increased. Many--probably most--of the students are interested in satisfying the POST requirements and using the POST Certificate as the foundation for a baccalaureate degree. There have been a considerable number of students who have a baccalaureate degree who are interested in satisfying the licensure requirements, that is, the required courses, the skills courses, and the Advanced First Aid. These students are permitted to enroll in the General College to complete their academic requirements. Of course, students wishing to obtain a baccalaureate degree have the opportunity to avail themselves of the Criminal Justice courses offered in CLA-Sociology on the same basis that combination programs are available to other General College students.

Basic Program for Law Enforcement Officers

Law Enforcement and Corrections Concentration

POST requirements--90 credits total

GC 1235	U.S. Law in Society	5 cr.	Hower
GC 1236	U.S. The Crime Problem	4 cr.	Harris
GC 1237	U.S. Juvenile Delinquency	4 cr.	Harris
GC 3211	Statutory Definitions: Minnesota Statutes	4 cr.	Dwyer
GC 3212	Criminal Procedure	4 cr.	Dwyer
GC 3213	Police and the Community	4 cr.	Dwyer
GC 3236	Minnesota Corrections: Penal Alternatives	4 cr.	Harris
GC 3612	Mental Health: Principles & Practices	4 cr.	Borow
GC 3614	Psychological Intervention Techniques	4 cr.	Wilson
GC 1217-3217	Community Service Internship (optional)	6-12 cr.	Harris

Suggested Courses for POST certification

GC 1131	Biological Science: Principles	5 cr.
GC 1132	Biological Science: The Human Body	5 cr.
GC 1281	Psychology in Modern Society	5 cr.
GC 1282	Psychology Applied to Human Affairs	5 cr.
GC 1283	Psychology of Human Development	5 cr.
GC 1284	Behavior Problems of Children	4 cr.
GC 1285	Cultural Anthropology	5 cr.
GC 1421	Writing Laboratory: Personal Writing	4 cr.
GC 1422	Writing Laboratory: Communicating in Society	4 cr.
GC 3115	Evolution and the Modern Species	5 cr.
GC 3282	Psychology Applied to Social Problems	4 cr.
GC 3285	Anthropology of the City	5 cr.
GC 3345	Morality and the Law	4 cr.
GC 3531	Writing for Business and the Professions	4 cr.
GC 3636	Adolescent Development	5 cr.

All of the courses, GC 1235 through GC 3614, listed above or approved equivalent courses are required for POST certification. A community service internship is highly recommended but not required.

None of the suggested courses, GC 1131 through GC 3636, are required but are suggested as courses that would strengthen the basic program comprised by the POST required courses. A student may, in consultation with his adviser, select any combination of courses beyond those specifically required that will provide a total of 90 credits to satisfy the academic requirements of the POST Board.

For students who have had no police or law enforcement experience, it may well be advisable to enroll in one or two community service internship courses. At the present time the student is expected to arrange an internship with any police or law enforcement agency in the metropolitan area if he/she is interested in such an assignment. These students are expected to work twenty to thirty hours a week with credits adjusted to the number of hours worked. In addition, they are required to attend a two-hour weekly seminar related to their assignment. Currently, these students attend a seminar in which other community service interns are enrolled in a wide range of assignments. However, negotiations are under way with the University of Minnesota Police Department which may lead to a program designed primarily for police and law enforcement students only. While there is some advantage to mixing students with varying interests, there is probably more to be gained by concentrating on areas of special interest to the law enforcement students. The details of this program have not been completed nor has the time been set for enrolling the first students, but it is reasonable to assume that the program will be available to a limited number of students sometime during the coming academic year. We believe that this special internship program will be an excellent addition to our current offerings.

In addition to the ninety credits required to meet the academic POST standards, students are required by POST to complete a SKILLS program offered by Minneapolis Community College (MCC). The skills courses satisfy fifteen credits from MCC which can generally become part of the academic requirements for a baccalaureate degree from the General College.

It is also possible to obtain some of the courses required for certification through Continuing Education and Extension (CEE), either Extension or Independent Study; however, at the present time, it is not possible to satisfy all of the POST requirements by this method.

Suggested General College course offerings for law enforcement concentrations within a baccalaureate program are listed on the following two pages.

Proposed Baccalaureate Program for Adult/Juvenile Corrections Officer

POST REQUIRED COURSES PLUS SUGGESTED COURSES (180 credits)
(Electives as needed to complete 180 credit total and other requirements)

SCIENCE		
GC 1131	Biological Science: Principles	5 cr.
GC 1132	Biological Science: The Human Body	5 cr.
GC 3115	Evolution and the Modern Species	5 cr.
PSYCHOLOGY		
GC 1281	Psychology in Modern Society	5 cr.
GC 1282	Psychology Applied to Human Affairs	5 cr.
GC 1283	Psychology of Human Development	5 cr.
GC 1284	Behavior Problems of Children	4 cr.
GC 1722	Home Life: Parent/Child Relationships	4 cr.
GC 1733	Contemporary Sex Roles	5 cr.
GC 3282	Psychology Applied to Social Problems	4 cr.
GC 3636	Adolescent Development	5 cr.
GC 3721	The Family and Society	4 cr.
GC 3726	Dynamics of Family Interaction	4 cr.
SOCIAL SCIENCES		
GC 1212	Urban Problems	5 cr.
GC 1277	Contemporary Chicano Issues	3 cr.
GC 1285	Cultural Anthropology	5 cr.
GC 1813	American Indian People in Minnesota	5 cr.
GC 1817	Blacks in Contemporary Society	5 cr.
GC 1831	American Indian Chemical Dependency	3 cr.
GC 3235	Poverty Law	5 cr.
GC 3285	Anthropology of the City	5 cr.
COMMUNICATION		
GC 1421	Writing Lab: Personal Writing	4 cr.
GC 1422	Writing Lab: Communicating in Society	4 cr.
GC 1461	Oral Communication: Basic Principles	5 cr.
GC 1464	Oral Communication: Group Process and Discussion	4 cr.
GC 1465	Oral Communication: Interpersonal Communication	4 cr.
GC 3461	Male/Female Communication	4 cr.
GC 3464	Communication in Organizations	4 cr.
HUMANITIES		
GC 1355	Philosophy: Problems of Ethics	4 cr.
GC 1362	Literature: World Literature--Social Experience	5 cr.
GC 1363	Literature for Children	4 cr.
GC 1385	Chicano Literature	3 cr.
GC 1442	Functions and Problems of Logic	4 cr.
GC 1812	American Indian Literature	4 cr.
GC 1816	Afro-American Literature	4 cr.
GC 1836	Asian American Literature	3 cr.
GC 3345	Morality and the Law	4 cr.
GC 3355	Applied Moral Philosophy	4 cr.

The POST requirements should be taken by all students expecting to develop a baccalaureate in any aspect of Law Enforcement and Corrections. The suggested courses or their equivalents are designed to provide a balanced program and to give the student a range to choose from.

Proposed Baccalaureate Program for Conservation & Natural Resources Enforcement Officer

POST REQUIRED COURSES PLUS SUGGESTED COURSES (180 credits)
(Electives as needed to complete 180 total and other requirements)

SCIENCE		
GC 1111	Science in Context: Weather and Climate	5 cr.
GC 1112	Science in Context: Human Uses of the Environment. .	5 cr.
GC 1113	Science in Context: Natural Resources--Their Utilization and Management	5 cr.
GC 1131	Biological Science: Principles	5 cr.
GC 1132	Biological Science: The Human Body	5 cr.
GC 3115	Evolution and the Modern Species	5 cr.
PSYCHOLOGY		
GC 1281	Psychology and Modern Society.	5 cr.
GC 1282	Psychology Applied to Human Affairs	5 cr.
GC 3282	Psychology Applied to Social Problems	5 cr.
COMMUNICATIONS		
GC 1421	Writing Lab: Personal Writing	4 cr.
GC 1422	Writing Lab: Communicating in Society	4 cr.
GC 3423	Writing the Research or Survey Report	4 cr.
GC 1461	Oral Communication: Basic Principles	4 cr.
GC 1464	Oral Communication: Group Process and Discussion . .	4 cr.
GC 3605	Interviewing	5 cr.
HUMANITIES		
GC 1355	Problems of Ethics	4 cr.
GC 1365	Literature of the U.S.	4 cr.
GC 3345	Morality and the Law	4 cr.
GC 1311/3311	General Arts	4 cr.
MATHEMATICS		
GC 1454	Statistics	5 cr.

Because the Law Enforcement and Corrections program has been in existence for a relatively short time, it is too soon to assess its impact on the General College curriculum to say nothing of the field of law enforcement in the State. However, because there is a growing national trend toward promoting professionalism in the field, and because Minnesota has taken the lead in this movement, the University of Minnesota and the General College are happy to cooperate in making the program a success. We believe this program is a vital part of the trend toward professionalism, and we believe that it is in accord with the General College's tradition of responding to community needs while at the same time maintaining its function of providing a general education program for students pursuing career-oriented education.

OPEN LEARNING FOR THE FIRE SERVICE

by

David Giese

A Brief History

Four years ago, the Department of Independent Study (DIS) invited the General College (GC) to join the Department of Independent Study in the development of the upper Midwest component of a national program titled Open Learning for the Fire Service Program (OLFSP). Started by the International Association of Fire Fighters and funded by the United States Fire Administation/National Fire Academy, OLFSP was designed to be a set of courses that fire fighters could take in order to improve their performance and increase their chances for advancement within the ranks. Since fire fighters traditionally have had to work shifts that precluded attendance in traditional college programs, OLFSP had to have an unusual format. The professional courses with the OLSFP were designed in a correspondence study format. In order for a college to serve as a home base for the program, the college had to have enough flexibility in its degree program to allow fire fighters to complete a baccalaureate degree without taking excessive leaves of absence from their jobs. If the joint GC/DIS application was accepted, the two departments would be the collegiate home for fire fighters in Michigan, Wisconsin, Ohio, Indiana, North Dakota, South Dakota and Minnesota.

During 1978, General College division heads discussed the proposal and recommended that the Science, Business and Mathematics Division (SBM) review the courses and instructors in the manner required of all proposed additions to our curriculum and staff. General College became a formal partner of Independent Study when the SBM Division gave tentative approval for the courses to be offered as special topics. The formal review has taken considerably longer than originally anticipated. Allen Johnson (SBM Division Head) in a July 1979 memorandum to Deborah Nelson (Associate Director, DIS), Jeanne Lupton (Dean, GC), and Dewain Long (GC/CEE coordinator), informed the recipients of the Division's approval of two Open Learning classes and the two individuals as adjunct instructors. The Social and Behavioral Studies Division approved another class in September 1980. Science, Business and Mathematics approved three additional Open Learning courses during 1980-1981. Two more courses will be reviewed this fall. While the review of courses by SBM was occurring during Fall 1980, David Giese and Deborah Nelson were working out the details of the responsibilities of Independent Study and General College in furthering the development of the program. Thomas Buckley (Associate Dean, GC), William Schwabacher (Division Head, SBM), Allen Johnson, Richard Byrne (Coordinator GC/CEE) and Barbara Killen (Chair, Occupational Programs Committee) of the General College, and David Grossman (Director, DIS), met with Giese and Nelson to review the responsibilities they had proposed. The group agreed to continue the cooperative program and to implement the suggestions as time allowed. Details of the agreement will be discussed in later sections of this report.

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Description of the National OLFSP

The national OLFSP is a collection of twelve courses offered to anyone who registers for the course. In order to complete the OLFS program, students complete six required courses and three additional courses from one of two options, depending on student plans. One of the options involves administration and management while the other covers fire prevention technology. Course titles for the twelve courses are listed below along with the bulletin description of courses already accepted by the General College.

Required Classes

GC 3061 Analytic Approaches to Fire Protection (4 credits)

Application of operations research and systems analysis techniques to fire protection problem areas. Established techniques for building fire protection design, fire station location models, resource allocation procedures, fire data collection, and information management.

GC 3062 Fire Administration (4 credits)

Use of modern management and planning techniques in fire department organization. Evaluation and control procedures related to budgeting, personnel, and communication; planning techniques; and traditional and evolving roles of the fire department in fire protection and prevention and in community service.

GC 3063 Fire Prevention Organization and Management (4 credits)

Evaluation of techniques, procedures, programs, and agencies involved in fire prevention. Related government inspection-education procedures; interaction of protection, inspection, education, and prevention procedures; license and permits; zoning; legal aspects; inspections; investigations; planning; arson and incendiary fire analysis.

GC 3065 Political and Legal Foundations of Fire Protection (4 credits proposed) (to be reviewed Fall 1981)

GC 3075 Fire Protection Structure and Systems Design (4 credits proposed) (to be reviewed Fall 1981)

GC 30— The Community and Fire Threat (4 credits proposed) (currently under development)

Fire Administration and Management Option

GC 3064 Personnel Management for the Fire Service (4 credits)

Personnel practices and management procedures; collective bargaining; binding arbitration, applicable legislation and administration, promotion, personnel development, career and incentive systems, validation of physical and mental requirements, and management and supervision.

GC 3072 Disaster and Fire Defense Planning (4 credits)

Principles of community risk assessment; regional and cooperative response procedures and plans; relationship of structural, climatic, and topological

GC 3072 (continued)
variables to group fires, conflagration, and natural disasters; and pre- and post-occurrence factors (coordination, command, logistics).

GC 30-- Fire Research Developments, Technology Transfer (4 credits proposed) (currently under development)

Fire Prevention Technology Option

GC 3066 Fire Related Human Behavior (4 credits)

Design of education, awareness, and community relations programs. Concepts of personal invulnerability; risk evaluation; dynamics of human behavior in fire incidents related to fire prevention codes and ordinances; relationship of role, group dynamics, and environment of the structure; and perception of fire as a threat.

GC-- Causative Analysis and Investigation (4 credits proposed) (currently under development)

GC-- Fire Propatation Phenomena (4 credits proposed) (currently under development)

OLFSP was conceived as a baccalaureate level program rather than an associate in arts level program in the General College. Completion of the program does not result in a certificate or automatic entrance into the fire fighting occupation. OLFSP is intended to be a continuing education and upgrading program rather than an entry-level program.

While each course is set up in a correspondence study format, each institution is encouraged to develop a format emphasizing faculty-student interaction. College instructors (regular or adjunct) evaluate and comment on the assignments, and grade the final examinations. The colleges are encouraged to set up telephone office hours, schedule review sessions, and even develop one- two- or three-day seminars. In order to facilitate the faculty-student interaction, OLFSP courses are organized in the traditional quarter or semester pattern of the home institution. The home institution is encouraged to set up a limited registration period and a final examination date so that students have the structure of a schedule combined with the freedom of correspondence study. The only limitation imposed on the home institution is the crediting of the twelve courses at the baccalaureate level and the flexibility to offer a baccalaureate degree through the open-learning format.

Eight other colleges besides Minnesota have joined OLFSP.

Institution	State(s)
Empire State College/SUNY	New England, New York, Pennsylvania
University of Maryland	Washington, D.C. area, including the Virginias
Florida International	Florida, Georgia and the Carolinas
University of Minnesota	Michigan, Minnesota, Wisconsin, Ohio, Indiana and the Dakotas
Western Illinois University	Illinois, Iowa, Missouri, Nebraska, Kansas
University of Oklahoma	Oklahoma, Texas, Louisiana
Memphis State University	Tennessee, Arkansas, Mississippi, Alabama, Kentucky,
Oregon College of Education	Oregon, Washington, Montana, Wyoming, Idaho, Alaska, and Hawaii
Cogswell College	California
(operated from D.C. office)	Colorado, Utah, Nevada, Arizona, New Mexico

The Minnesota OLFSP

Since the General College baccalaureate degree program is designed by the individual student, the OLFSP course requirement presents no problem to prospective students. Students with two or more years of postsecondary education, whether in a college or in a vocational institute, are eligible to apply to our program. If a resident has a certificate in an approved vocational program, the student can apply for either the Applied Studies or the General Studies degree. Students with no certificate would apply for the General Studies degree. In either case, the OLFSP courses could be included in the student's program core. (Remember OLFSP does not grant a certificate. It is only a collection of courses that should help a firefighter become a more promotable employee.) However, neither Independent Study nor General College believed that our baccalaureate core should be dominated by a set of courses as narrow in focus as the OLFSP courses. Therefore, the Science, Business and Mathematics Baccalaureate Admissions Committee agreed that an approved core for OLFSP students should fit the following pattern:

Six required OLFSP courses	24 credits
Three specialized OLFSP courses	12 credits
Six General College general education courses	24 credits
Two Social Science classes (Group C) (not from the same discipline)	
One Natural Science class (Group B)	
One Artistic Expression class (Group D)	
One Writing class (Group E)	
One quantitative/research skill class (Group A)	
Senior Report	6 credits
	66 credits

Students would have to meet all other baccalaureate guideline requirements (distribution, 45 GC credits, 45 credits after admission, 180 total credits). In addition, a special admission fee for transcript analysis and program planning would be charged and the money used to reimburse faculty for their time spent with OLFSP students.

When the program was being discussed in 1978, no one had any estimate of the probable number of students that might be attracted to the General College Baccalaureate Program because of our participation in OLFSP. When the Independent Study Division made the first announcement of combined programs, they received over thirty responses within the first month with some students including the $50 transcript analysis fee. We have allowed students to begin the OLFSP courses but have not processed any as baccalaureate students yet. The lack of upper division General College classes offered through the correspondence study format has forced us to proceed slowly with the actual admission of students to a baccalaureate program. When more courses become available in 1981-1982, students will be encouraged to begin the application process. However, the OLFSP has been an interesting sidelight. One of the Wisconsin Vocational Institutes with an associate program in fire fighting is encouraging students to come to General College for a baccalaureate degree in our regular program.

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